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ABSTRACT

The final report describes activities and products of a 3-year project to prepare private sector volunteers to become actively involved in special education through a networking system of industry-education partnerships. Using a trainer of trainers model, the project conducted workshops and produced a training package which includes a program development handbook and an instructor's guide (the latter is included in this document as Appendix A). The handbook, published earlier, describes the principles, advantages, processes, and techniques for involving industry volunteers in special education. The handbook includes seven program planning steps and implementation guidelines for management orientation, community/public relations, recruitment of employee volunteers, applicant screening, referral for placement, performance monitoring, recognition and appreciation, and program evaluation. Use of the materials at 30 training workshops with a total of over 500 participants around the country is reported. Appendix A, "Workshop on Volunteerism in Special Education through Industry-Related Cooperation: An Organizer's and Trainer's Guide," includes information on organizing for the workshop, conducting the workshop, and follow-up. The guide also includes such information as position titles of target workshop participants, draft letters and brochures, a suggested workshop agenda, and evaluation forms. Appendix B is a third party evaluation report which concludes that the program was successful in meeting its objectives as demonstrated by the number of volunteer programs developed following the training sessions. (DB)

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FINAL REPORT

VOLUNTEERISM IN SPECIAL EDUCATION THROUGH INDUSTRY-EDUCATION COOPERATION

1986

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I. Introduction and Purpose of the Project

The project which is reported in this final project report was funded through a special education personnel preparation grant from the Office of Special Education and Rehabilitation Services, U.S. Department of Education. Using a training of trainer's model, the project's major purpose was to prepare private sector volunteers to become actively involved in the education of handicapped children and youth through a networking system of industry-education partnerships.

The National Association for Industry-Education Cooperation (NAIEC) has promoted the development of a national network of local Industry-Education Councils, supported by state industry-education directors/coordinators. This joint structure and process assists states and communities to refocus/redirect education so that it is more responsive to student and employer needs. Through these industry-education cooperative arrangements, NAIEC channeled industry volunteer resources to address one of education's pressing need areas, that of special education for handicapped children and youth.

A major benefit of the project has been the increased awareness of volunteer opportunities in special education among industry volunteer program coordinators. These industry personnel, in turn, have expanded their recruitment, orientation and training activities to prepare their fellow employees to serve as volunteers in programs for handicapped children and youth.

A training package was produced and utilized in training workshop sessions conducted at selected sites throughout the nation over a three year period. The training package, which includes a program development handbook and an instructor's guide, provides local special education personnel the essential guidance and materials for conducting training workshops in their areas.

II. Program Development Handbook

The key training material is a handbook which describes the principles, advantages, processes, and techniques for involving industry volunteers in special education programs and services. The handbook serves as a practical guide for industry

personnel who are involved in recruiting, orienting, and training employees to serve as volunteers in special education. It presents suggestions and considerations for planning and organization, and implementation and evaluation.

The handbook is titled, Volunteerism in Special Education Through Industry-Education Cooperation: A Program Development Handbook for Coordinators of Volunteer Recruitment, and is available through the Education Resources Information Center (ERIC). Accession numbers are ED 261 501 and EC 180 570.

Introductory material briefly addresses volunteerism in America, and considers the need for industry-education, volunteer resources for special education to improve program services' quantity and quality, as well as advantages to employers and employees.

Seven program planning steps are identified: (1) develop cooperation and support within the organization; (2) establish program goals and objectives; (3) inventory local special education programs and services; (4) establish links with local special education programs; (5) plan for program implementation; (6) establish and maintain effective organizational communication, and (7) establish a program monitoring and records system.

Implementation guidelines are offered for management orientation, community/public relations, recruitment of employee volunteers, applicant screening, orientation and training, volunteer roles, referral for placement, follow up and evaluation, performance monitoring, recognition and appreciation, and program evaluation.

The program development handbook was written by project staff and reviewed and critiqued by a panel of selected industry representatives. Recommended revisions, additions, and deletions were made prior to printing and use of the handbooks in the training workshops.

III. Workshop Training Sessions

During the three year period of the project, from July, 1983 through May, 1986, 30 workshop training sessions were conducted at selected sites around the

country. Workshops were co-sponsored by NAIEC and a local host agency. In most cases, the local agency was an industry-education type mechanism such as an industry-education council. In some cases, the host was a local education agency, company, or postsecondary education institution.

The role of the host agency was to promote the workshop in the local community, invite workshop participants from industry, and make all logistical arrangements. NAIEC project staff planned the workshop agenda, provided training materials, and conducted the training sessions.

Sites for training workshops were selected on the basis of expressed interest in response to a project survey mailed during the first project year. Those sites that expressed a continuing interest were assigned a tentative workshop schedule which was dependent upon open dates and project staff availability. Intensive efforts were undertaken to enhance industry representation in the workshop. Holding the workshop at a business/industry corporate facility seemed to give greater authenticity to the purpose of the project. Thus, a large number of workshops were held at business/industry locations.

The instructor's guide found in Appendix A provides comprehensive information on organizing, conducting, and evaluating training workshops, including sample forms, letters of invitation, suggested workshop agenda, and follow-up evaluation forms.

The following training workshop sessions were conducted:

Date	Location	Site	Local Coordinators	# Participants
March 23, 1984	Tampa, FL	University of South Florida	Dr. William P. Danenburg	19
April 5, 1984	Media, PA	Delaware County Intermediate Unit	Dr. Frances M. Carter	21
May 3, 1984	Albuquerque, NM	Greater Albuquerque Chamber of Commerce	Rosanna Gonzalez	18
May 10, 1984	Framingham, MA	Keefe Vocational-Technical School	Catherine Lamothe	20

Date	Location	Site	Local Coordinators	# Participants
May 11, 1984	Springfield, MA	Westfield State College	Norman T. Halls	14
October 4, 1984	Sheboygan, WI	Sheboygan Area School District	Gerald J. Lewis	20
November 9, 1984	Jackson, MI	Jackson Community College	Charlie Thompson	23
November 16, 1984	Harrisburg, PA	Capital Area Intermediate Unit	Gail Thompson	19
November 30, 1984	Hampton, VA	VA School for Deaf & Blind	LeRoy Dyment	22
December 14, 1984	Orangeburg, NY	Materials Research Corp.	Ester Korin	22
January 17, 1985	San Diego, CA	Hewlett-Packard Corp.	Orlando A. Malanga	20
January 18, 1985	Hayward, CA	Alameda Independent School Dist.	Fred Sherwyn	23
February 7, 1985	Grayling, MI	Grayling Holiday Inn	George E. Johnson	15
February 8, 1985	Lexington, KY	Carnahan House	Betsy B. Nowland	12
February 21, 1985	Utica, NY	Industry-Labor-Education Council of Mohawk Valley	Nancy H. Roberts	13
March 29, 1985	Elkhart, IN	Educational Service Center	Joseph Rueff	14
April 25, 1985	Boulder, CO	Vocational Technical Center	Midge Bean	13
April 26, 1985	Dallas, TX	Rockwell International Corp.	William C. Gaylor	18
May 8, 1985	Marlin, PA	Schuylkill Intermediate Unit #29	Barbara Y. Lutz	17

Date	Location	Site	Local Coordinators	# Participants
September 20, 1985	Ft. Lauderale, FL	Marriott Harbor Beach Hotel	Annette Zylinski	16
October 3, 1985	Cleveland, OH	Holiday Inn	Madeline Rosenshein	17
November 22, 1985	Portland, OR	Washington County Education Service Center	Ron Munkres	18
January 24, 1986	Honolulu, HI	Pacific Club	Dr. David Robb	16
February 7, 1986	Charlotte, NC	Central Piedmont Community College	Jocelyn Dienst	12
February 21, 1986	Okeechobee, FL	Indian River Community College	James Knight	15
March 6, 1986	Buffalo, NY	Gibralter Steel Corp.	Dorothea W. Sterne	20
March 13, 1986	Columbus, OH	CALL VAC Services	Carl Williams	13
March 19, 1986	Chicago, IL	Sears Tower	Karen Lee Wilson	12
May 22, 1986	Warsaw, NY	Sherlou's Hillside	Betty J. Powers	17
May 23, 1986	New Haven, VT	Sugar House Motor Inn	Diane Treadway	16

IV. Dissemination

Continuous efforts at project dissemination were made throughout the project period. These efforts included articles in journals and newsletters, presentations at professional meetings and conferences, and direct mailings of 1,000 project information brochures to interested professionals in the field. A major purpose of the dissemination activities was to generate awareness and interest in the project, and

to develop local hosts for workshop training sessions.

Articles about the project were included regularly in the NAIEC Newsletter issues published during 1983 - 1986.

The program development handbook was accepted into the ERIC data base, providing widespread dissemination to education and related professionals.

Professional presentations were made at the NAIEC Showcase Conferences in 1984 and 1985, at the Annual Convention of the American Vocational Association (1984), at the National Forum on Equity and Access (1984), at the Pennsylvania Association of Special Education Directors (1984), at the Council for Exceptional Children (1985), and the Council for Exceptional Children's Division of Career Development Conference (1985).

In 1985, NAIEC was the recipients of two national awards recognizing its accomplishments in industry-special education cooperation: The President's Citation Program for Private Sector Initiatives and a Certificate of Achievement from the National Organization on Disability.

V. Consultation and Technical Assistance

As follow-up to each workshop training session, consultation and technical assistance from project staff were available to, and used by, workshop participants. Special assistance was provided in the forms of telephone consultation, provision of requested information, and dissemination of workshop materials.

NAIEC prepared, and presented to selected corporations, assistance proposals for the development and demonstration of exemplary volunteer programs for special education.

The project director communicated by letter with all state directors of special education on the closing status of the project, and the availability of NAIEC training resources, consultation, and technical assistance for replication of training workshops.

The project developed an instructor's guide to assist local industry-education councils and local special education personnel. The purpose of the guide, found in Appendix A to this report, is to give special educators and related personnel specific, "how-to" assistance for conducting training workshops for industry personnel involved in recruiting, orienting, and training their fellow employees to serve as volunteers in special education.

The combined materials set of the program development handbook and the instructor's guide provide the interested special education professional with all necessary guidance and materials for conducting training workshops, thus providing for continuing project replication.

VI. Evaluation

The evaluation plan for the project included: (1) expert and potential user review of the program development handbook; (2) participant evaluation of training workshop sessions; (3) three and nine months intervals follow-up evaluations to assess utilization of workshop training; and (4) twelve months follow-up evaluation to assess training impact in quantitative outcomes.

Separate follow-up instruments were sent to workshop participants dependent upon whether they were representatives from industry or from education. Copies of these instruments are included in the instructor's guide, Appendix A. In the three months follow-up, emphasis was placed on determining the extent to which the workshop information and associated materials had been utilized, and the user's intentions regarding initiation of a volunteer program for special education. At the nine months interval, the emphasis on follow-up evaluation shifted to the steps that had been taken to plan for and implement a volunteer special education program. The twelve months follow-up was directed towards assessment of results accomplished in terms of numbers of volunteers recruited, volunteer activities performed, outcomes of volunteer activities, assessment of the impact of the volunteer program, and local program strengths and weaknesses.

A copy of the comprehensive third party evaluation of the project is included in Appendix B. The evaluation report represents a compilation of workshop and follow-up evaluation results prepared by Dr. Richard McCowan in his capacity as project third party evaluator.

APPENDIX A

WORKSHOP ON VOLUNTEERISM IN SPECIAL EDUCATION THROUGH INDUSTRY-EDUCATION COOPERATION

AN ORGANIZER'S AND TRAINER'S GUIDE

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Buffalo, New York

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PREFACE

Industry volunteer involvement in education is promoted for varied reasons. A major purpose for industry involvement in education is the need for improving the competence of the labor force. Industry, in this context, is broadly defined and includes business, labor, government, and the professions. Education is recognized as essential to economic growth.....students must be prepared to meet the rapidly changing demands of work so they can participate productively in a competitive, technological society.

Industry volunteers have enhanced school efforts in many ways. While direct service in classrooms is the most common way, many volunteer assignments are performed outside the classroom to augment special education and related services for handicapped children, youth, and young adults. Volunteers can enrich the curriculum, provide administrative and clerical assistance, and assist in providing community related services. This utilization: (1) enriches student experiences and heightens their motivation; (2) frees special educators from non-teaching tasks; (3) assists in providing individualized instruction; (4) helps in administering, supervising, and instructing; and (5) describes the processes, problems, and progress of special education to other citizens, thus fostering continued community support and involvement.

The National Association for Industry-Education Cooperation (NAIEC) recognized the tremendous opportunity that exists for channeling volunteerism through industry-education cooperation to address the continuing needs of special education. Under a grant from the U. S. Department of Education, NAIEC developed and demonstrated a training program to assist special educators and related personnel to train industry personnel involved in recruiting, orienting, and training industry employees to serve as volunteers in special education. This trainer's guide, a set of eight overhead transparencies, and the handbook, Volunteerism in Special Education through Industry-Education Cooperation, are products resulting from this project. These materials have been

developed, field-tested, evaluated, and revised through a series of workshops conducted nationally over the past two and one-half years. Their proven value and effectiveness have been demonstrated. In the hands of a motivated special educator, they can be instrumental in developing a volunteer program for special education.

On behalf of the National Association for Industry-Education Cooperation, I challenge you to use these training materials as you seek to involve the resources of industry in your program.

Donald M. Clark

President and
Chief Executive Officer

PURPOSE OF THE GUIDE

The purpose of this guide is to give special educators and related personnel specific, "how-to" assistance for conducting training workshops for industry personnel involved in recruiting, orienting, and training their fellow employees to serve as volunteers in special education. The guide has been designed to be used with the set of eight transparencies which were developed specifically for the training workshop, and the handbook prepared for industry coordinators of volunteer programs entitled, Volunteerism in Special Education through Industry-Education Cooperation.*

As a workshop organizer and/or trainer, you will want to become familiar with both the transparencies and the handbook. The handbook, especially, provides important background information and outlines the expected responsibilities of an industry volunteer program coordinator. Be sure that you have a copy of the handbook and are familiar with its content before you began to plan and conduct the workshop.

This guide will assist you in three major phases: (1) planning and organizing for the workshop; (2) conducting the workshop; and (3) completing follow-up activities after the workshop. The step-by-step approach that is presented in the guide will give you specific instructions and suggestions to follow. As well, and where appropriate, the rationale for a given step will be shared so that you will understand why a particular suggestion or instruction is made. Keep in mind that the workshop training format and materials have been field-tested, evaluated, and revised through a two and one-half years project demonstration period. Any deviation, therefore, from the suggested format or instructions should be considered carefully.

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* A set of the transparencies and copies of the handbook are available from NAIEC.

ORGANIZING FOR THE WORKSHOP

Planning for, and the organization of, your workshop requires that you pay attention to the participants, training staff, and workshop features such as program agenda and facilities. These areas are discussed in detail in the sections that follow.

Identification of Workshop Participants

The people that you want to involve in your workshop are key representatives of industry from your local area. Keep in mind that industry is broadly defined and includes business, labor, government and the professions. If your area has a local industry-education council or similar industry-education cooperative group, then this is the local group that you will want to work with as your nucleus. Your local industry-education council will include key decision-makers from major companies, organizations and associations in your area -- in other words, the people who are the "movers and shakers" or who have the clout within your community to make things happen. If your local area doesn't have such a group already formed and in operation, then you may want to use this training workshop as a vehicle for getting such a group started. See Appendix A for descriptive information on the purpose and procedures for formation of a local industry-education council.

If your local area does not have an industry-education council, then you must select individuals from industry within your area. The following organizations may be helpful in compiling such a list.

- Chamber of Commerce (many Chambers have an Education Committee which would be important to involve)

- Industry members of existing school system advisory committees (for example, Special Education Program Advisory Committee, Vocational-Technical Education Advisory Committee, Career Education Advisory Committee, or Citizens' Advisory Committee)

- Labor organizations (many unions have their own community service or social action committees)

- Government employees' associations (depending on your location and area population, these may include local, state, and/or federal associations)

- Professional organizations and associations (these can be found listed in the "yellow pages" of your local telephone directory)

Within the business, labor, government and professional organizations which you identify, you will want to make contact with persons holding the following types of positions.

President
Chief Executive Officer
Community Relations
Personnel
Employee Training and Development
Corporate Relations
Human Resources
Benefits (especially retirement benefits)

It is important to target persons at the highest levels of organizational responsibility, i.e., Presidents, Vice-Presidents, Secretary-Treasurers, and so on, rather than those at middle management or lower levels. You want people involved who occupy positions with decision-making responsibility, and who can commit organizational actions and resources toward your desired goal. Invite these types of persons, and even if they're not able to attend, then their designated representatives can take the program material, and the request for participation, back to them for decisions to be made. Remember, target persons in position of authority within organizations to make or influence decisions. Appendix B contains a list of position titles taken from the lists of participants who attended the workshops conducted by the project during its demonstration period.

Co-Sponsorship of Workshop

You should give strong consideration to having either your local industry-education council or other cooperative group (if you have one in your area), a local company, or a community organization serve as a co-sponsor for the workshop. This arrangement provides a good example of industry-education cooperation, lends credibility to the workshop from the industry sector, and will aid in your recruitment efforts. A co-sponsor, for example, might be a local business, a manufacturing company, the Chamber of Commerce, or an area college. The co-sponsor can assist with facilities, recruitment activities, the training workshop agenda, and provide financial support for such items as refreshments, luncheon meals, and so on.

Recruitment of Workshop Participants

Your target number of workshop participants should be eighteen to twenty. This size group provides for good interaction and allows you to attend to expressed individual needs and concerns. In order to achieve your target number of twenty participants, you will need to invite about 100 potential participants. This 5-1 ratio of potential participants to actual participants is based on the project's experience. In locations where industry-education cooperation is active, a smaller ratio may be followed to gain similar results. In local areas where this is not the case, a higher ratio is suggested.

Before you begin your recruitment activities, you will of course have compiled your list of potential participants. In addition, you will also need to have determined (1) where and when the workshop will be held; (2) who the workshop leaders and training staff will be; and (3) who the co-sponsor will be, if you are going to have one.

Appendix C contains drafts of letters and forms which you can adapt and use in your recruitment campaign. Once you've compiled your list of potential participants, you will want to mail your invitations four to six weeks in advance of your meeting. Attachment C-1, "Draft Letter of Invitation to Potential Participants," may be used for this purpose. Please note that at this point you will know who your co-sponsor is, if

any, when and where the workshop will be held, and who the principal workshop training staff will be. Attachments C-2 and C-3 may be used as the suggested enclosures for the invitation letter. As positive responses and completed registration forms are received, acknowledgement should be made by use of a confirmation letter such as the one included as Attachment C-4. If an individual has been designated to participate by his or her superior, be sure to include the registration form if one has not been received. The confirmation letter should also include an agenda for the workshop, and a map showing the location of, and key routes to, the workshop. And, don't forget to add parking suggestions.

After a reasonable period of time has elapsed for responses to your initial invitation (no more than ten days to two weeks), send a follow-up second mailing to those who have not responded. Attachment C-5 provides a draft of a letter which could be used for the second mailing. The first and second mailings should result in responses from at least 75% to 80% of your invited participants.

A final step in the recruitment process is direct telephone contact with potential participants who fail to respond to your second mailing. The direct phone contact may serve as a simple reminder to those who intended to respond but forgot to do so, or be an opportunity for you to persuade an industry representative of the importance and value of the workshop. Feel free to enlist the support and assistance of your co-sponsor or already committed workshop participants in making these direct appeals. When individuals see that other companies and/or organizations are involved, they may want to join also.

Selection of Training Staff

The workshop leaders or co-leaders should be selected from among the following types of personnel:

Administrator/Director of Special Education
Assistant Superintendent for Instruction
Coordinator of Disabled Student Services
Dean of Instruction or Academic Affairs
In-service Training Coordinator or Specialist

Local industry representative with experience in working with the schools (as a co-leader)

Administrator/Director of Vocational Education-Handicapped

School system or institution Volunteer Services Coordinator

The workshop leader or co-leaders should be knowledgeable of the total spectrum of special education programs and services, and the volunteer opportunities available within each program and service area, from pre-school programs through school-to-work transition services. The individual or individuals should have demonstrated effectiveness in conducting training workshops, preferably including workshops with the business community and general public.

As a part of the workshop, we recommend using a panel of program representatives, which may include program coordinators, therapists, teachers, parents, and so on. A wide variety of persons could serve on this panel. Panel members should be enthusiastic, and able to articulate how volunteers could be used to assist their program/service area. The composition of the panel should reflect the total range and types of programs which volunteers could assist. For example, avoid a panel that's too heavily oriented toward adolescents and secondary programs, or, alternatively, one that focuses on only elementary and pre-school programs. Below are listed some example panels that suggest what a preferred panel composition would be like.

Example #1:
- Pre-school program coordinator
- Consultant for hearing impaired
- Resource teacher for mildly handicapped at the middle school level
- Work-study coordinator

Example #2:
- Elementary level teacher for moderately mentally handicapped
- Vocational special needs instructor
- Curriculum materials specialist
- Consultant-teacher for visually impaired

Example #3: Parent of a learning disabled 3rd grade student
Secondary L. D. teacher
Speech therapist
Self-contained classroom teacher for behaviorally disordered students

Example #4: Physical therapist
Secondary teacher for mildly handicapped
School principal (regular or special)
Self-contained, elementary level, classroom teacher of learning disabled students

The number of panel members should be no more than four. The panel members should address these questions: (1) what is the nature of my program or service? (2) what are the students like with whom I work? (3) what needs does my program/service area have which volunteers could fill? You should avoid the temptation to stack your panel with programs that emphasize job placement for special education students. It's okay to include this type of program, but not at the exclusion of others. Be representative. Too much emphasis on job placement might turn some industry representatives off, especially if their company is not in a hiring mode. Also, they may think that this is the only way in which they can, or that you want them to help. Remember that an industry volunteer program has many advantages for employers and employees, and keep the focus of your workshop on these.

Plan for Program Visitations

During the afternoon portion of the workshop, arrangements can be made for the workshop participants to visit/tour special education pro grams, classrooms, and related services areas. This tour activity will provide opportunities for direct contact and/or observation of teachers, therapists, and students. Opportunities for volunteers should be pointed out as the tour progresses.

Time limitations and feasibility of transportation may restrict the programs and services areas that you will be able to visit. This

should be given some consideration when selection of the workshop location is made.

The tour of programs is an optional part of the workshop. It may not be feasible, due to time and transportation, to incorporate a tour. However, if you can, the advantages of seeing programs and services in operation will be obvious.

Use of Audio-Visual Aids

A set of eight transparencies were developed specifically to be used in conducting the workshop. Xerox copies of the transparencies are found in Appendix E. They include the following:

#1 An overview which presents the concepts of volunteerism in special education through industry-education cooperation, trends in special education, the problem of continued needed services, and volunteerism as a response to increase the quantity and quality of services.

#2 A profile of volunteerism in America giving participation levels by region of the country, sex, comparative years, and estimated dollar value. (Note: an annual Gallup Poll Survey updates these data).

#3 An overview of special education programs emphasizing the features of a professional team approach, individualized education plans, and the continuum of services model.

#4 A profile of special education students nationally, giving estimated total number and percentage of school-age population, and a general breakdown by major disability categories.

#5 A visual-conceptual presentation of the five

steps involved in planning and organizing an industry-based volunteer program for special education.

#6 A visual-conceptual presentation of the first four steps involved in implementing an industry-based volunteer program for special education. A checklist of criteria for the fourth step, screening of applicants, is included.

#7 A visual-conceptual presentation of step five in program implementation, orientation and training. Three overlays are used; they address content, roles of volunteers, and expected outcomes.

#8 A visual-conceptual presentation of steps six and seven in program implementation, referral for placement and follow-up and monitoring, respectively. The visual for step seven emphasizes the importance of content, recognition, and evaluation.

The overhead transparencies incorporate the use of gates, allowing the workshop trainer to progressively disclose visual areas as the information is being discussed. Suggestions for using the overhead transparencies when conducting the workshop are presented in the next section.

In addition to the overhead transparencies, you may want to use other audio-visual aids. Some possibilities include:

- A slide/tape presentation that provides an overview of your school system's programs or your institution's services. This type of a-v presentation could be used in place of, or in addition to, a program tour.
- A film or videotape presentation that is motivational and inspirational, one that shows how handicapped students and disabled persons have been successful in education and life.

- A member of your programs/services panel may want to use audio-visuals for his/her presentation.
- Activities which simulate handicapping conditions, e.g., what it feels like to have a learning disability or visual impairment, will provide meaningful experiences for workshop participants.

Audio-visual aids provide a good way to vary your instructional activities, so look for ways to use them to enhance your training workshop.

Selection of Facilities

The location of your workshop is important. It can convey an important message related to what you're trying to accomplish. Generally, there is a clear preference for having the workshop at the location of your co-sponsor, e.g., a local business or company, offices of the Chamber of Commerce, etc. The industry-education cooperation concept is visibly demonstrated with this kind of arrangement. A business/industry setting places you on industry's turf, not education's. This may seem like a minor point, but it's not. Remember that your target participants are persons from industry.

One trade-off that must be recognized is that by going to an industry location, logistics and arranging for a program tour may become more difficult than if you were at central office, on campus, or at one of your local school buildings. The trade-off is worth, though. You are strongly encouraged to work around whatever logistical problems you may have, and place your priority on an industry location for the workshop.

Checklist of Planning Steps

On the next page you will find a "Checklist of Workshop Planning Steps." Use this checklist as a handy reference for the essential things you need to do for a successful, smooth-running workshop.

CHECKLIST OF WORKSHOP PLANNING STEPS

_____ 1. Determine location, meeting room, date, and time.

_____ 2. Develop list of potential participants.

_____ 3. Identify co-sponsor.

_____ 4. Determine principal workshop training staff.

_____ 5. Prepare letter of invitation to potential participants.
(See Attachment C-1)

_____ 6. Prepare registration from for participants to complete and return.
(See Attachment C-3)

_____ 7. Prepare workshop brochure.
(See Attachment C-2)

_____ 8. Mail letters of invitation to potential participants.

_____ 9. Make arrangement for food service.

_____ 10. Plan the workshop program:

- Programs/services panel
- Co-sponsor representative
- Program tour

_____ 11. Prepare follow-up letter for second mailing.
(See Attachment C-5)

_____ 12. Mail follow-up letter.

_____ 13. Prepare workshop agenda.
(See Appendix D)

_____ 14. Send confirmation of attendance letter to participants.
(See Attachment C-4)

_____ 15. Conduct direct telephone contact follow-up.

_____ 16. Secure audio-visual equipment and workshop materials and supplies.

_____ 17. Complete final check on preparations:

- Food service
- Meeting room
- Audio-visual equipment and materials
- Handbooks, workshop agends sheets, and other handouts
- Programs/services panel members
- Program tour

CONDUCTING THE WORKSHOP

The information presented in this section of the guide follows the outline of activities given in the Suggested Workshop Agenda (See Appendix D.) Suggestions related to both content and methods of instruction are given.

Registration

A suitable arrangement for registration of workshop participants should be provided. With the advance registration procedures and confirmation cards, you should be able to have individually prepared packages of registration materials for each participant. These should include an agenda sheet, note parer, pen/pencil, name tag, and folder. Morning refreshments such as coffee and danish should be available. You, your co-sponsor, or someone on your staff should be available to greet participants as they arrive and make them feel welcome. You may want to set up a table or display of information on your special education programs, and activities of your co-sponsor as a browsing area for the registered participants as they wait for the workshop to begin.

Welcome and Overview

This segment of the workshop should be done by the Chief School Officer (Superintendent, President) of your school system or institution and the Chief Executive Officer of the co-sponsoring organization. If these persons are not available, then their designated representatives should make the welcoming remarks and give an overview that includes purposes for, and activities of, the day. You want to insure that the importance of the workshop is emphasized, and that participants' time and involvement are recognized and appreciated.

Benefits of Industry-Education Cooperation

This segment of the workshop should provide background information and rationale for industry-education cooperation, generally, giving the con-

text in which to consider an industry-based volunteer program for special education. This presentation must be motivational and inspirational -- designed to encourage participants to get involved and become excited about the prospects for collaboration. The workshop leader or co-leader who handles this segment of the workshop should be a dynamic speaker, capable of achieving this effect. Information on the benefits of industry-education cooperation can be found on pages 1-4 of the handbook and in the information provided in Appendix A. For additional information, you may want to review the publications listed in the handbook bibliography on page 34, or contact the organizations listed on page 35.

Special Education -- Programs, Students, Needs, and Opportunities for Volunteerism

Overhead transparencies, the programs/services panel, plus information given in the handbook, pages 1-4, provide the basic content for this part of the workshop program. The use of audio-visuals and the panel provides a mixture of instructional strategies that makes a nice contrast to the lecture-style approach used in the earlier segment.

The workshop leader or co-leader will want to use overhead transparencies #1, #2, #3, and #4. The sequence should be as follows, with appropriate comments.

Transparency	Visual Area to be Displayed and Discussed
#1	Visual-conceptual presentation (top part) which shows the flow of volunteer resources going from industry to education. This is the key concept.
#2	Profile of volunteerism in America. Progressively disclose participation by geographic region, sex, years' comparions, and equivalent dollar value. See page 1 of the handbook for information that coincides with this transparency. Updated information from the most recently completed Gallup Survey on Volunteerism should be added.
#1	Visual presentation of the key concept (top part)

is again presented. Trends in special education are discussed as the lower left portion of the transparency is disclosed. See page 2 of the handbook for comments related to this discussion.

#4 Profile of special education students, showing national percentage estimates and breakdowns by major disability area. General characteristics of students should be given. Statistics for your local special education student population should be given, and contrasted to the national data. Special situations, e.g., regional programs serving low incidence groups, may be pointed out.

#3 Overview of special education programs. Progressively disclose the three major features of (1) a professional team approach, (2) individualized educational plans, and (3) continuum of placement options. Give local examples of programs and services for each level of the continuum, and relate them to programs represented on the panel, where appropriate to do so.

#1 The top part and lower left portion of the transparency are exposed. Progressively disclose the lower right portion of the transparency -- first, the problem of continued needed services, and second, the response of volunteerism. Amplify and qualify the need for additional services by providing information on your local programs and services.

After the overview presentation, using the overhead transparencies, is presented, introduce the panel members and allow each a short period of time to present their program or service. A maximum of forty minutes, 8 - 10 minutes per panel member, should be used for the panel presentations. Remember, the panel members should emphasize how volunteers are being used or could be used to support their program areas.

A Company Sponsored Volunteer Program for Special Education -- Nuts and Bolts of Planning and Implementation

The basic content information for this segment of the workshop is the handbook, pages 5 - 33, and overhead transparencies #5, #6, #7, and #8. The sequence of using the overhead transparencies is as follows.

Transparency	Visual Area to be Displayed and Discussed
#5	The upper left segment is shown as the overhead is presented. Progressively disclose each of the remaining segments, left to right on the upper and then lower rows, as each of the five steps in the planning and organizing process are discussed. Emphasize that, through their participation in the workshop, they've begun to take actions related to steps #3 and #4.
#6	Note: this is the first of three transparencies that visually display the seven steps in program implementation. Progressively disclose, from left to right and top to bottom, the first four implementation steps as you present and discuss them. Emphasize the advantages to employers and employees that are found on page 4 in the handbook as you discuss steps #1 and #3.
#7	Three overlays are used sequentially as you present and discuss step #5, orientation and training. First, discuss the content of the orientation and training session, then the four roles for volunteers, and thirdly, the expected outcomes. As you complete your discussion of each of these three areas, leave each overlay exposed on the transparency, and simply add the next one to it. In this way, the information builds to a complete display.

#8 Visual representation of steps #6 and #7 in the implementation process are shown on this transparency. Expose step #6 and discuss procedures for referring employee volunteers to schools and special education programs. The three aspects of step #7 are disclosed progressively as you discuss follow-up contact, recognition and appreciation, and evaluation.

After you've completed the review of planning and implementation steps and strategies, provide an opportunity for workshop participants to discuss their impressions and reactions, ask questions, and suggest strategies for introducing a volunteer program in their organization. Make mental notes of the concerns and ideas expressed by individual participants. These may be useful to you in follow-up activities with participants.

Tour of Special Education Programs

The tour is an optional part of your workshop program. If you do not have a tour, then be sure that your workshop provides some other way, e.g., audio-visuals or the programs/services panel, for the participants to gain a visual picture of your programs and students.

If you include a tour in your workshop program, visit a program that will spark interest among your group, and one in which volunteer opportunities can be easily highlighted. The tour should be brief and fast-paced. The focus should not be on an in-depth understanding of the program nor its particular problems. Rather, emphasize the people involved in the programs -- students, teachers, and related personnel -- and how employee volunteers can assist them.

Participant Evaluation

A two page workshop evaluation form for participants to complete at the conclusion is presented in Appendix F. Have the participants complete this form. The compiled data will be useful to you as you evaluate the workshop and make plans for conducting subsequent workshops. Also, the evaluation information should be helpful to you in planning and conducting

follow-up activities with the participants.

Please note that the evaluation form has been designed to assess the workshop following the workshop suggested herein. Should you decide to alter the workshop format in any significant way, then you should also modify the evaluation form accordingly.

FOLLOW-UP OF THE WORKSHOP

Follow-Up Activities

There are several types of follow-up activities that you will want to pursue. These include: (1) responding to expressed concerns; (2) communicating with the "no-shows;" (3) providing feedback to workshop participants; and, (4) organizing for continuing support.

As suggested earlier, listen carefully to questions raised and concerns expressed by participants. Make mental notes of these during the workshop, and make a list of them afterwards. Identify individuals, if at all possible, with their specific questions and concerns. If you are not able to respond to these fully the day of the workshop, collect information and ideas and follow-up with these persons by written note or phone call as soon as possible afterwards. Concerns and questions left unanswered leave room for doubt, and result in disinterest and poor follow-through. A quick response that addresses a concern or answers a question can be motivating and keep interest alive.

To those scheduled participants who failed to show, a timely letter expressing your regrets should be issued. A draft of such a letter for "no-shows" is given in Appendix G. Include a copy of the handbook with your letter, and extend an invitation for them to contact you if they are interested, have questions, or need additional information. Also, keep these persons in mind for the next workshop you conduct.

Provide feedback to workshop participants on outcomes of the workshop. Begin with a summary of the participants' evaluation. This will give you and opportunity to share how successful, and how well received, the workshop was. Also, any problem areas or lack of understanding could be addressed. In addition to the participants' evaluations on the day of the workshop, we recommend that follow-up and impact evaluations be conducted at designated time intervals after the workshop. These are discussed in the next section. The results of these evaluations can also be shared. The information obtained from them will include specific

cases of program implementation which can be given recognition.

As stated before, if your area does not have an industry-education council, then you may want to use the workshop as the impetus for starting a council. Such a collaborative group could be a very useful support mechanism for volunteer program coordinators in different organizations. On-going, regularly scheduled meetings of such a group could provide opportunities for sharing program ideas, coordinating employee volunteer resources, and expanding the number of volunteer programs into other companies or organizations.

Evaluation and Impact Analysis

Two forms are provided in Appendix H which can be used to evaluate the outcomes of the workshop and assess its impact. These should be used at three and six months intervals after the workshop. Attachment H-1 should be mailed to workshop participants and the "no-shows" after three months. Attachment H-2 should be mailed at six months after the workshop. Summary information can be compliled from the completed and returned survey forms using simple frequency counts. Use a self-addressed, stampled envelope or mailer to increase the return rate.

Note that Attachment H-1 provides an opportunity for the respondent to request consultation and technical assistance. Be alert to such requests and make every effort to meet them as quickly as you can.

APPENDIX A

FORMATION OF AN INDUSTRY-EDUCATION COUNCIL

APPENDIX B

LIST OF POSITION TITLES

OF

TARGET WORKSHOP PARTICIPANTS

Dallas, TX

Position Descriptions:

Community Service Representative
Staff Engineer
Director Graduate Placement
Human Resources Associate
Project Director, Youth/Disabled Program
Program Specialist
Director, Special Education, Region 10
Assistant to Chairman
Associate Director
Executive Director
Manager, Community Relations
Director, Special Education
Executive Director, Special Education
Dirctor, Special Education
Specialist/Vocational Training Handicap
Vocational Administrator
Special Education Coordinator
Community Services Representative
Director, Systems Product Integration

Honolulu, HI

Position Descriptions:

Professional Development Office
Assistant Vice President
Personnel Manager
Employment Administrator
Local Store Marketing Coordinator
Vice President, Human Resources
Employment Specialist
Educational Specialist, Student Services

Director, Personnel & Indust. Relations
Personnel Director
Employment Manager
Employment Manager
Personnel Assistant

Resource Teacher
Executive Vice President
Vice President of Operations
Vice President
Chevron USA, Inc.
Employee Relations
Director of Public Relations
Director, Human Resource Development
Senior Vice President
Personnel Office

Hawaii District Manager
Personnel Manager
Personnel Manager

Charlotte, NC

Position Descriptions:

Ed. Services/Corporate Communications
Asst. Public Affairs Director
Build-to-Plan Operations Manager
Manager, Personnel & Training
Office Administration Manager
Personnel Director
Chairperson, Board of Education
Administrative Services Mgr.
Manager Personnel
Management Trainer
Sr. EEO Programs Administrator
Sr. Vice President of Human Resources
Coordinator of Marketing
Director, Special Services

APPENDIX C

DRAFT LETTERS AND FORMS

FOR

RECRUITMENT OF PARTICIPANTS

Attachment C-1

DRAFT LETTER OF INVITATION TO POTENTIAL PARTICIPANTS

On behalf of the (insert name of your school system, institution, or organization), I am inviting you to participate in a most informative and challenging workshop on VOLUNTEERISM IN SPECIAL EDUCATION THROUGH INDUSTRY-EDUCATION COOPERATION.

This workshop is being co-sponsored with the (name of co-sponsor) and funded by (names of all funding sources, if applicable).

(insert names of the principal workshop training staff) will be the workshop co-leaders.

The purpose of the workshop is to provide representatives from industry with information concerning the handicapped as described in the enclosed information brochure. The rationale, advantages, and procedures for training private sector volunteers to become actively involved in the education of the handicapped will be stressed.

The workshop will be held on (insert day, date, and time) at (insert location of the session).

Plan to be with us on the (insert date). It will be an interesting and productive experience. Please take a few moments to complete the attached form and return it to me (or designated person). We will be sending you more information on the agenda to you or your company's representative. Thank you!

Sincerely,

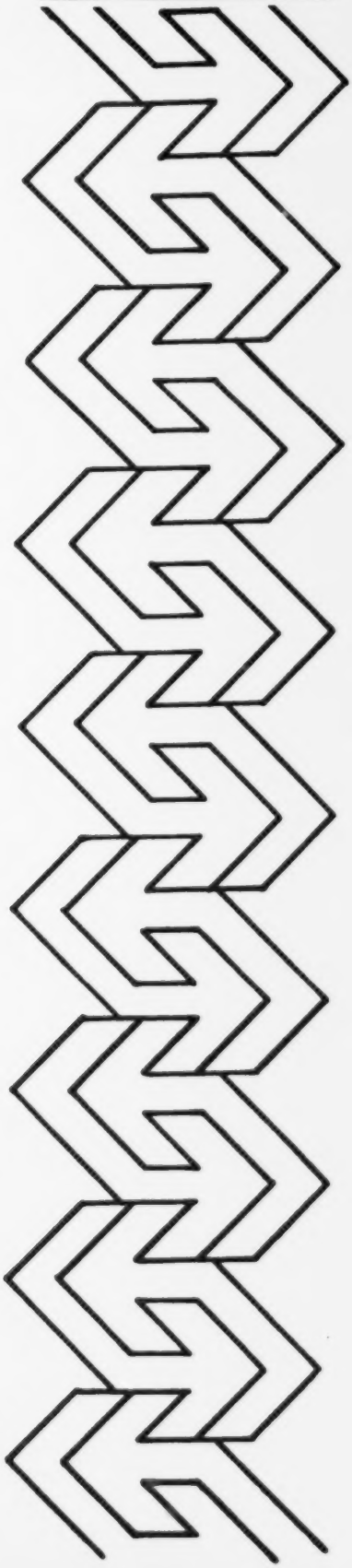
_____

Name and Title of your
Superintendent, President or
Chief School Officer

Enclosures: Project Brochure
Registration Form

Attachment C-2

DRAFT PROJECT BROCHURE



/SPECIAL EDUCATION WORKSHOP/

TOPIC:

VOLUNTEERISM IN SPECIAL EDUCATION THROUGH INDUSTRY-EDUCATION COOPERATION

PURPOSE:

TO PREPARE PRIVATE SECTOR VOLUNTEERS TO BECOME ACTIVELY INVOLVED IN THE EDUCATION OF HANDICAPPED CHILDREN AND YOUTH THROUGH AN INDUSTRY-EDUCATION PARTNERSHIP

PROCESS:

IDENTIFY AND RECRUIT INDUSTRY VOLUNTEERS

PROVIDE THEM AN INTENSIVE TRAINING PROGRAM AND RELATED MATERIALS

HELP THEM PLAN AND IMPLEMENT TRAINING PROGRAMS FOR OTHER EMPLOYEES ON VOLUNTEER WORK IN SPECIAL EDUCATION

DESCRIBE THE PRINCIPLES, ADVANTAGES, PROCESSES AND TECHNIQUES OF INVOLVING INDUSTRY VOLUNTEERS IN SPECIAL EDUCATION PROGRAMS AND SERVICES

BENEFITS:

INCREASED AWARENESS OF VOLUNTEER OPPORTUNITIES IN SPECIAL EDUCATION THROUGH TRAINING AND PREPARATION OF INDUSTRY COORDINATORS WHO, IN TURN, WILL EXPAND THEIR RECRUITMENT, ORIENTATION, AND TRAINING ACTIVITIES TO PREPARE THEIR COMPANY EMPLOYEES FOR FOR PARTICIPATION IN PROGRAMS FOR HANDICAPPED CHILDREN AND YOUTH

Attachment C-3

DRAFT REGISTRATION FORM

"Volunteerism in Special Education through

Industry-Education Cooperation" Workshop

(insert date here)

NAME OF COMPANY:_____

ADDRESS:_____

_____

NAME OF COMPANY REPRESENTATIVE WHO WILL ATTEND WORKSHOP:_____

_____

POSITION:_____PHONE NUMBER:_____

Attachment C-4

DRAFT CONFIRMATION LETTER

We are pleased that you will be participating in the "Volunteerism in Special Education through Industry-Education Cooperation" Workshop which will be held on (insert date, time, meeting room and location).

Enclosed are materials pertaining to the workshop: a map to help you locate our building, and an agenda sheet covering pertinent details about the day. If you've not already done so, please take a few moments to complete the form attached and return it to us. We would like to have your or your representative's name tag ready and materials reserved in your company's name. Thank you.

Sincerely,

_____
Name and title

Enclosures (agenda)
(registration form)
(map)

Attachment C-5

DRAFT FOLLOW-UP LETTER FOR SECOND MAILING

We are continuing with plans for the workshop on VOLUNTEERISM IN SPECIAL EDUCAION THROUGH INDUSTRY-EDUCATION COOPERATION. As yet, we have not heard from you. We do hope that you or a representative of your company will be able to participate in this informative and challenging workshop. Take the time now to give this your consideration, and plan to be with us on (insert date).

We are co-sponsoring the workshop with (insert name of co-sponsor). The purpose of the workshop is to provide representatives from industry with information concerning the handicapped as described in the enclosed brochure. The advantages to employers and employees, and procedures for training private sector volunteers to become actively involved in the education of the handicapped, will be stressed.

Please take a few minutes to complete the registration form and return it to me. We will be sending you more information on the agenda to you or your company's representative. Thank you for your interest and support.

Sincerely,

_____

Name and Title of your
Superintendent, President or
Chief School Officer

Enclosures: Project Brochure
Registration Form

APPENDIX D

SUGGESTED

WORKSHOP

AGENDA

SUGGESTED WORKSHOP AGENDA

VOLUNTEERISM IN SPECIAL EDUCATION
THROUGH
INDUSTRY-EDUCATION COOPERATION
WORKSHOP

(insert information on meeting room and location here)

Co-sponsored by: (insert your organization's name and the the name of your co-sponsor)

8:00 a.m. - 8:30 a.m.	REGISTRATION Coffee and Danish
8:30 a.m. - 9:30 a.m.	WELCOME AND OVERVIEW Co-Sponsors' Representatives WHO BENEFITS FROM INDUSTRY-EDUCATION COOPERATION ? Workshop Co-leader
9:30 a.m. - 10:30 a.m.	SPECIAL EDUCATION -- PROGRAMS, STUDENTS, NEEDS AND OPPORTUNITIES FOR VOLUNTEERISM Workshop Co-leader Programs/Services Panel
10:30 a.m. - 10:45 a.m.	BREAK
10:45 a.m. - 11:45 a.m.	A VOLUNTEER PROGRAM FOR SPECIAL EDUCATION IN MY ORGANIZATION ? -- THE NUTS AND BOLTS OF PLANNING AND IMPLEMENTATION Workshop Co-leader
11:45 a.m. - 12:45 p.m.	LUNCHEON
12:45 p.m. - 2:00 p.m.	TOUR OF PROGRAMS
2:00 p.m. - 2:15 p.m.	PARTICIPANT EVALUATION & ADJOURNMENT

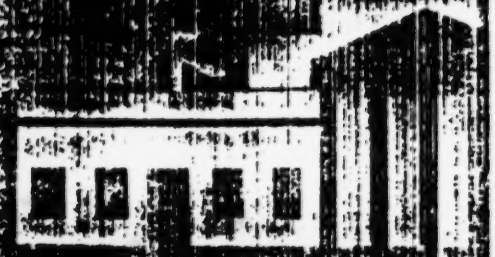
APPENDIX E

XEROX COPIES

OF

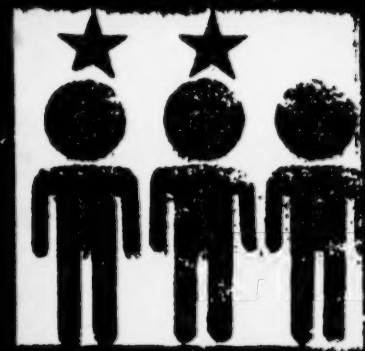
TRANSPARENCIES

Volunteerism in Special Education Through Industry Education Cooperation



TRENDS

special ed
is a national
priority



PROBLEM

only 2 out of
needing services
receive them

special ed.
programs
and services
increasing

RESPONSE

volunteers
can increase
quantity and quality
of services

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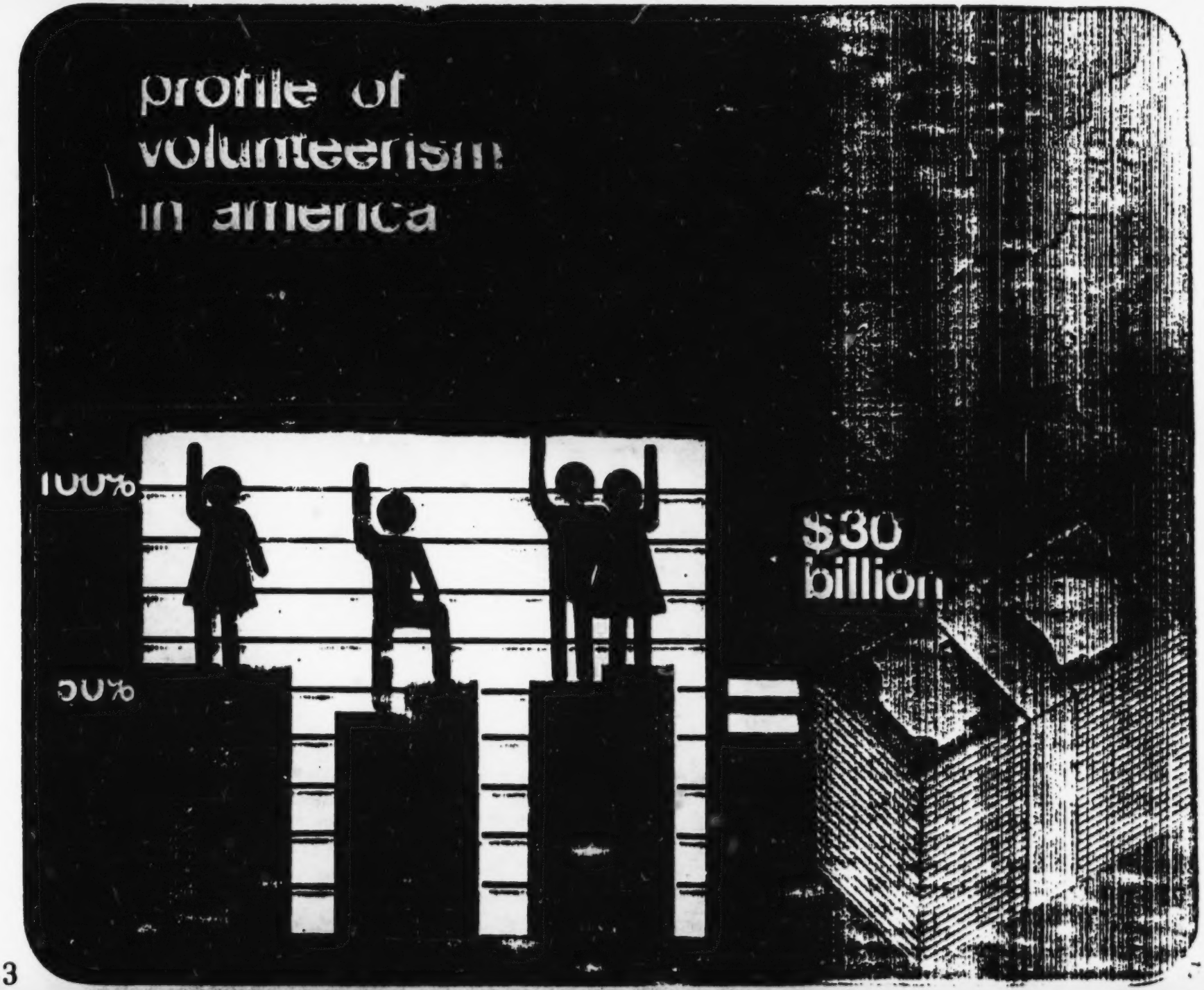

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special education programs

1 professional team approach

2 individualized educational plans

3 continuum of placement options

- 7. residential program
- 6. special school
- 5. full-time special class
- 4. 1 + part-time resource room
- 3. 1 + supplementary instruction
- 2. 1 + consultant/ specialist
- 1. regular classroom

most / least

severity of problem

restrictiveness

students

most / least

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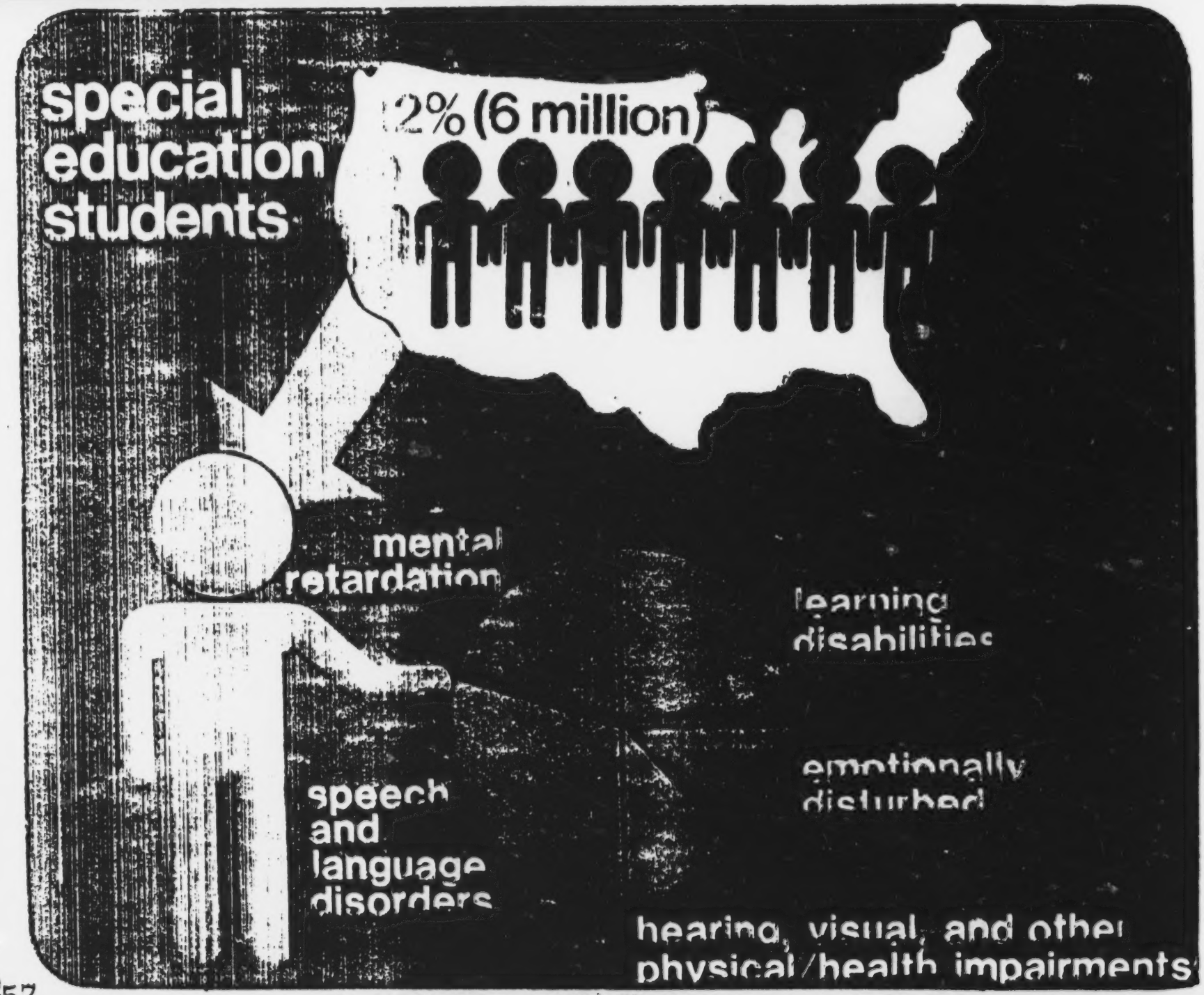

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program implementation

5 orientation and training

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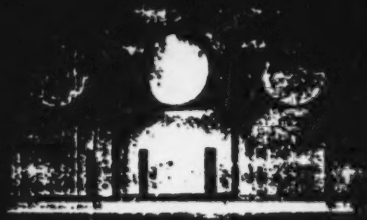
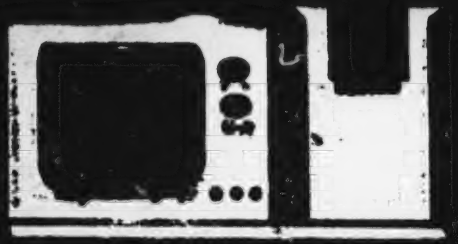
program implementation



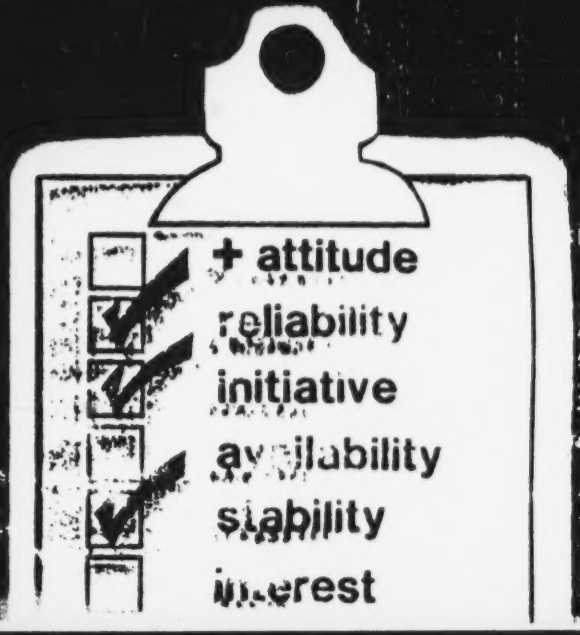
1 management orientation



2 community/ public relations

3 recruitment of volunteers

4 screening of applicants



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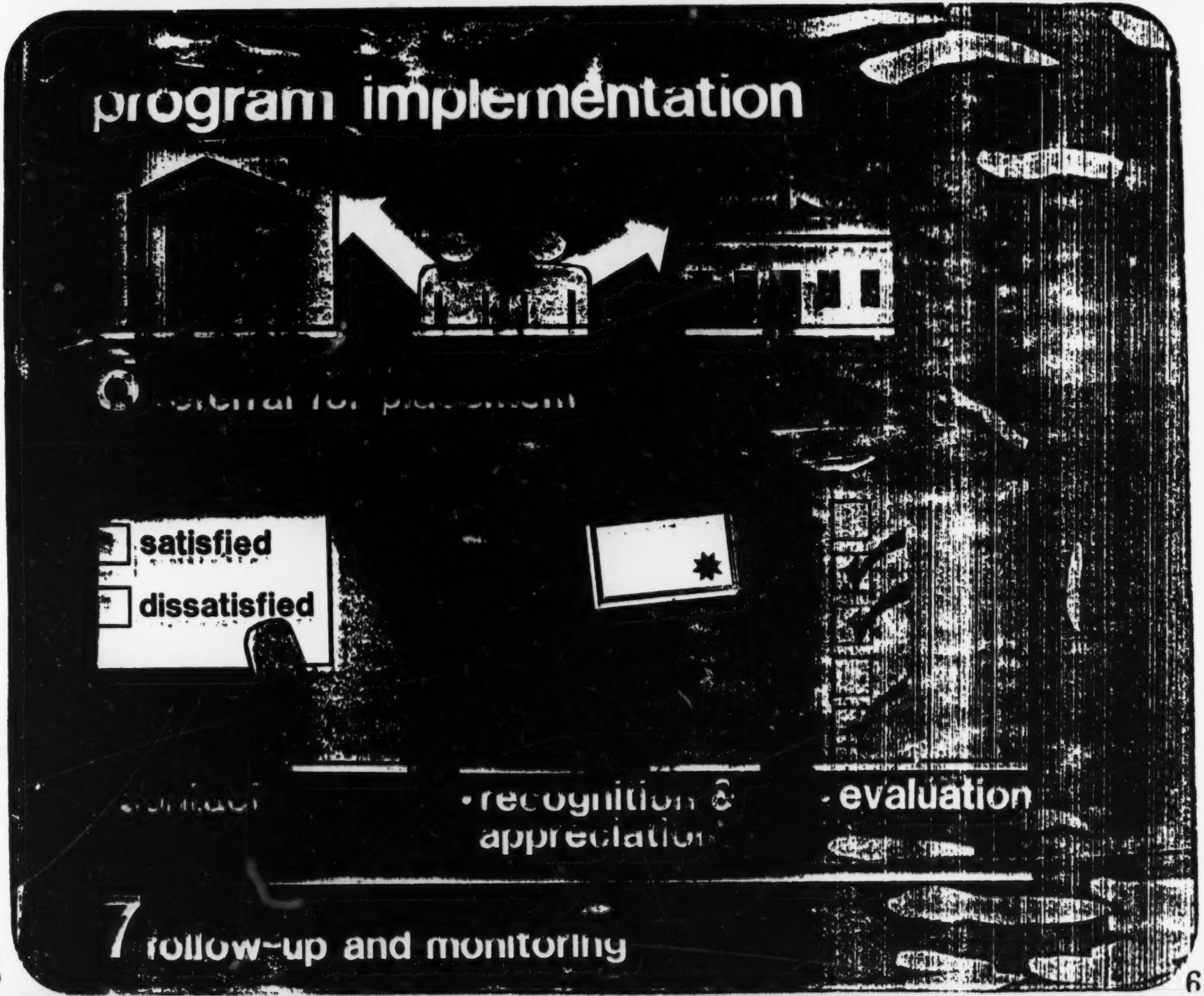

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APPENDIX F

PARTICIPANTS' WORKSHOP EVALUATION FORM

THE NAME OF YOUR SCHOOL SYSTEM OR INSTITUTION

CAN BE PLACED HERE.

WORKSHOP EVALUATION

Volunteerism in Special Education
through Industry-Education Cooperation

Last Name _____ First _____ MI _____ Title/Position _____

Organization _____ Address (Street, City or Town & Zip Code) _____

Please describe your background by completing the following questions.

1. How many years of experience have you had in your present position? 1. _____

2. How many years have you been with your present company? 2. _____

3. How many years of experience have you had in teaching and/or educational administration? 3. _____

4. What is the highest degree you have completed? 4. _____

Please evaluate the workshop you have completed on "Volunteerism in Special Education." Use the following scale for your ratings.

1 = strongly disagree 2 = disagree

3 = agree 4 = strongly agree

"After completing the workshop, I was better able to . . .

5. . . . describe special education delivery systems. 5. _____

6. . . . identify the major types of handicapping conditions among children and youth and their characteristics. 6. _____

7. . . . identify special education programs in my local area and volunteer opportunities within them. 7. _____

8. . . . identify key contact persons involved in local education programs and ways to access them. 8. _____

9. . . . identify various volunteer roles and activities appropriate for special education programs. 9. _____

10. . . . implement an awareness, orientation and training program on volunteerism and special education for employees in my organization. 10. _____

Complete the following questions concerning the workshop. Use the opposite side of the sheet if you need additional space.

11. What did you <u>like</u> <u>best</u> about the workshop?

12. What did you <u>like</u> <u>least</u>?

13. Describe any changes you would recommend.

THANK YOU FOR YOUR COOPERATION

APPENDIX G

DRAFT LETTER

FOR

FOLLOW-UP OF "NO-SHOWS"

DRAFT LETTER FOR FOLLOW-UP OF "NO-SHOWS"

Recently we conducted the workshop on volunteerism in special education at (insert workshop location). The workshop was co-sponsored by (insert name of co-sponsor) and (insert the name of your school system or institution). We were disappointed that you were unable to attend, but did want you to have a copy of the key material presented at the workshop.

Enclosed is a copy of the program development handbook, a practical guide for industry personnel who want to be involved in recruiting, orienting, and training employees to serve as volunteers in special education. Of particular interest to you will be the listing of advantages to both employers and employees who participate in such a program. This list of advantages is found on page 4 of the handbook. Take a few minutes to look over the list and the handbook. If you are interested in more information, give me a call, or contact (insert name of contact person).

Thank you for your attention. We hope you will be interested in this program and will be in touch with me or (insert name of contact person).

Sincerely,

_____

Name and Title of your Superintendent, President or Chief School Officer

Enclosures: Handbook

APPENDIX H

FOLLOW-UP EVALUATION OF WORKSHOP

FORMS

ATTACHMENT H-1

VOLUNTEERISM IN SPECIAL EDUCATION PROJECT

FOLLOW-UP EVALUATION OF WORKSHOP

TITLE AND DATE OF WORKSHOP: "VOLUNTEERISM IN SPECIAL EDUCATION THROUGH INDUSTRY-EDUCATION COOPERATION"

THE PURPOSE OF THIS FORM IS TO COMPLETE A FOLLOW-UP STUDY TO EVALUATE AND ASSESS THE IMPACT OF THE TRAINING WORKSHOP. PLEASE HELP US BY ANSWERING THE FOLLOWING QUESTIONS. CIRCLE/CHECK YOUR ANSWERS. FOLD THIS QUESTIONNAIRE, STAPLE AND RETURN IT TO US AS SOON AS POSSIBLE. THANK YOU FOR YOUR COOPERATION!

1. To what extent do you feel that the content of the workshop was related to your job responsibilities?

   a) very closely
   b) somewhat
   c) only slightly
   d) not at all

2. Since the workshop, have you discussed the idea of a volunteer program for special education with others in your organization?

   YES NO

3. Since the workshop, have you read the program development handbook and other materials which were distributed?

   YES NO

4. In regard to the extent to which you have discussed the volunteer program idea and information with others and/or read the program development handbook and other materials, how would you now rate the workshop training?

   a) excellent b) very good c) good d) fair e) poor

5. At this point in time, what decision has your organization made about a volunteer program for special education?

   YES -- we are planning to develop such a program
   NO -- we have decided not to develop such a program
   ??? -- we are considering the possibility of such a program

6. If you are interested in follow-up consultation and technical assistance, please identify your areas of need.

NAME_____ ORGANIZATION_____

ATTACHMENT H-2

VOLUNTEERISM IN SPECIAL EDUCATION PROJECT

FOLLOW-UP EVALUATION OF WORKSHOP

TITLE AND DATE OF WORKSHOP: "VOLUNTEERISM IN SPECIAL EDUCATION THROUGH INDUSTRY-EDUCATION COOPERATION" _____

THE PURPOSE OF THIS FORM IS TO COMPLETE A FOLLOW-UP STUDY TO EVALUATE AND ASSESS THE IMPACT OF THE TRAINING WORKSHOP. PLEASE HELP US BY ANSWERING THE FOLLOWING QUESTIONS. CIRCLE/CHECK YOUR ANSWERS. FOLD THIS QUESTIONNAIRE, STAPLE AND RETURN IT TO US AS SOON AS POSSIBLE. THANK YOU FOR YOUR COOPERATION!

1. Since the workshop, have you and/or others in your organization planned for the development of a volunteer program for special education? YES NO

   If YES, check all planning steps which may apply:

   _____ communicated the volunteer program idea to senior management
   _____ obtained the cooperation and support of senior management
   _____ established program goals and objectives
   _____ made an inventory of local special education programs
   _____ established linkages with local special education programs and personnel
   _____ developed a written plan for implementing the volunteer program
   _____ established procedures for communication about the program within your organization
   _____ established a program monitoring and recordkeeping system
   _____ other planning activities; please describe:_____
   _____

2. Since the workshop, have you and/or others in your organization implemented a volunteer program for special education? YES NO

   If YES, check all program implementation steps which may apply:

   _____ conducted orientation activities with officers, managers and supervisors
   _____ conducted community/public relations activities to publicize the volunteer program
   _____ recruited employee volunteers through individual (yes/no), group (yes/no), or employees-at-large (yes/no) approaches
   _____ provided screening of prospective employee volunteers
   _____ presented orientation and training sessions for employee volunteers
   _____ referred employee volunteers to special education programs
   _____ conducted follow-up and monitoring of employee volunteers
   _____ provided some type of formal recognition and appreciation for employee volunteers
   _____ done an evaluation of the volunteer program
   _____ other implementation activities; please describe:_____
   _____

NAME_____ ORGANIZATION_____

APPENDIX B

FINAL EVALUATION REPORT

VOLUNTEERISM IN SPECIAL EDUCATION THROUGH INDUSTRY-EDUCATION COOPERATION

Conducted under a Grant from
the United States Department of Education

National Association for Industry-Education Cooperation
235 Hendricks Boulevard
Buffalo, New York 14226
(716) 834-7047

August 23, 1986

PROJECT EVALUATION

Volunteerism in Special Education through Industry-Education Cooperation

This report summarizes evaluation data for the three year program "Volunteerism in Special Education through Industry-Education Cooperation." The program was conducted by the National Association for Industry Cooperation (NAIEC) from July 1, 1983 through May 31, 1986.

The evaluation for the project included the following major areas:

Area	Procedures
1. Handbook for Coordinators of of Volunteer Recruitment (CVR)	Critical review by experts and potential users of draft handbook The document was revised based on on their input.
2. Training workshop sessions for CVR's	Work shop evaluation forms were completed at the conclusion of each training session, including demographic, objective and open-ended test items.
3. Consultation and technical	Maintain records of all telephone contacts for consultation and technical assistance.
4. Follow-up surveys	Completion of mail surveys at 3, 9 and 12 month intervals after workshop training sessions.
5. Impact analyses	Narrative data gathered from 3, 9, and 12 month surveys after workshop training sessions.

Each phase of the evaluation was completed on schedule. The results for each area are summarized below.

AREA 1

Critical Review Handbook for Coordinators of Volunteer Recruitment

A critical review of the Handbook for Coordinators of Volunteer Recruitment was completed by 10 experts in the area of recruiting and placing handicapped individuals in jobs. The names of these individuals are listed in Appendix 1. The procedures followed in conducting this review were:

1. The criteria used to evaluate the handbook were identified.

2. The rating scale based on these criteria was developed, including sections for open-ended remarks and specific editorial comments concerning the test. (See Appendix 2)

3. The group of experts was identified.

4. The initial mailing and follow-up was completed.

5. Editorial modifications based on the returns was made.

6. The document was revised based on their input.

Copies of the handbook have been submitted to the Office of Education.

AREA 2

Training Workshop Sessions for CVR's

Thirty one day training sessions were conducted for representatives from the business-industry-education communities in the following locations. The number of participants and dates sessions were held are included.

Table 1
Training Locations, Dates and Number of Participants

Location	Date	# of Participants
Tampa, FL	3/23/84	19
Media, PA	4/05/84	21
Albuquerque, NM	5/03/84	18
Framingham, MS	5/10/84	20
Springfield, MS	5/11/84	14
Sheboygan, WI	10/04/84	20
Jackson, MI	11/09/84	23
Harrisburg, PA	11/16/84	19
Hampton, VI	11/30/84	32
Orangeburg, NY	12/14/84	22
San Diego, CA	1/17/85	20

Table 1
Training Locations, Dates and Number of Participants
(continued)

Location	Date	# of Participants
Hayward, CA	1/18/85	23
Grayling, MI	2/07/85	15
Lexington, KY	2/08/85	12
Utica, NY	2/21/85	13
Elkhart, IN	3/29/85	14
Boulder, CO	4/25/85	13
Dallas, TX	4/26/85	18
Marlin, PA	5/08/85	17
Ft. Lauderdale, FL	9/20/85	16
Cleveland, OH	10/03/85	17
Portland, OR	11/22/85	18
Honolulu, HI	1/24/86	16
Charlotte, NC	2/07/86	12
Okeechobee, FL	2/21/86	15
Buffalo, NY	3/06/86	20
Columbus, OH	3/13/86	13
Chicago, IL	3/19/86	12
Warsaw, NY	5/22/86	17
New Haven, VT	5/23/86	16
	TOTAL	525

Table 2 summarizes demographic data for the participants. A total of 525 persons completed the training program. The data in Table 2 show that the groups had varied levels of experience with more than half (50.9%) having less than five years in their present positions. Almost 28 percent of individuals had more than 10 years experience in their current positions. Almost half (49.3%) of the participants were from business and industry reporting that they had no professional educational experience.

The group, therefore, was diverse and balanced with broad educational and employment backgrounds. They tended to be moderately inexperienced in their current positions and fairly new to the organizations in which they were working. The level of education varied with substantially with 7.9 percent having no training beyond high school and 5.7 percent having doctorates. A majority had completed college (75.5%).

Table 2
Demographic Data for Participants

Item		Number	%
1. How many years have you been with have you had in your present position?	1 to 5	267	50.9
	6 to 10	143	27.3
	11 to 15	43	8.2
	16 to 20	33	7.9
	21 or more	20	3.9
	No response	11	2.0
2. How many years have you been with your present company?	1 to 5	229	43.6
	6 to 10	139	26.4
	11 to 15	62	11.9
	16 to 20	30	5.8
	21 or more	53	10.1
	No Response	12	2.3
3. How many years of experience have you had in teaching and/or educational administration?	1 to 5	38	7.3
	6 to 10	67	12.8
	11 to 15	68	13.0
	16 to 20	20	3.7
	21 or more	57	10.8
	None	259	49.3
	No Response	16	3.0
4. What is the highest degree you have completed?	high school diploma	41	7.9
	post-high school	57	10.8
	B.S. / B.S.	188	35.9
	Master's	178	33.9
	Doctorate	30	5.7
	No Response	31	6.0

Table 3 summarizes participant self-ratings regarding the degree to which they felt they improved in their ability to perform the training objectives specified in the proposal. The number and percentage for each response and the mean score for each item is presented. The scale ranged from 1 = strongly disagree to 4 = strongly agree.

Table 3
Self-Ratings on Achievement of Project Objectives

After completing the workshop, I was better able to . . .

1. . . . describe special education delivery systems.

No Response		Strongly disagree		Disagree		Agree		Strongly agree		Mean
N	%	N	%	N	%	N	%	N	%	
8	1.5	7	1.3	21	4.0	325	62.1	164	31.2	3.25

2. . . . identify major types of handicapping conditions among children and youth and their characteristics.

No Response		Strongly disagree		Disagree		Agree		Strongly agree		Mean
N	%	N	%	N	%	N	%	N	%	
13	2.5	7	1.3	28	5.3	241	45.9	236	45.0	3.27

3. . . . identify special education programs in my local area and volunteer opportunities within them.

No Response		Strongly disagree		Disagree		Agree		Strongly agree		Mean
N	%	N	%	N	%	N	%	N	%	
13	2.5	5	1.0	32	6.0	251	47.7	224	42.7	3.36

4. . . . identify key contact persons involved in local education programs and ways to access them.

No Response		Strongly disagree		Disagree		Agree		Strongly agree		Mean
N	%	N	%	N	%	N	%	N	%	
16	3.0	9	1.8	46	8.8	240	45.7	214	40.7	3.31

Table 3
Self-Ratings on Achievement of Project Objectives
(continued)

After completing the workshop, I was better able to . . .

5. . . . identify various volunteer roles and activities appropriate for special education programs.

No Response		Strongly disagree		Disagree		Agree		Strongly agree		Mean
N	%	N	%	N	%	N	%	N	%	
12	2.3	8	1.5	26	5.0	240	45.7	239	45.5	3.38

6. . . . implement an awareness, orientation and training program for employees in my organization.

No Response		Strongly disagree		Disagree		Agree		Strongly agree		Mean
N	%	N	%	N	%	N	%	N	%	
32	6.0	7	1.3	21	4.0	244	46.5	221	42.2	3.42

The self-ratings provide strong evidence to support the conclusion that the participants felt they had achieved the workshop objectives successfully. Actually all of the objectives received very high ratings with none of the mean ratings falling below 3.25. On each of the objectives more than 90 percent of the participants agree or strongly agreed that they were better able to accomplish the objective after the training was conducted

The data presented in Table 4 compare the mean scores for each of the major objectives and show ratings were consistent throughout the training project.

Table 4
Comparison of Self-Ratings on Project Objectives
for 1st, 2nd, and 3rd Years of Training

After completing the workshop, I was better able to . . .	Mean Scores 1st Year	Mean Scores 2nd Year	Mean Scores All Years
1. describe special education delivery systems.	3.33	3.32	3.25

Table 4
Comparison of Self-Ratings on Project Objectives
for 1st, 2nd, and 3rd Years of Training

After completing the workshop, I was better able to . . . (continued)			
2. identify major types of handicapping conditions among children and youth and their characteristics.	3.06	3.43	3.38
3. identify special education programs my local area and volunteer opportunities within them.	3.32	3.44	3.27
4. identify key contact persons involved in local education programs and ways to access them.	3.42	3.49	3.32
5. identify various volunteer roles and activities appropriate for special education programs.	3.48	3.52	3.38
6. implement an awareness, orientation and training program for employees in my organization.	3.55	3.43	3.42
Overall Mean Score	3.36	3.44	3.35

Summary of Narrative Comments

Three open-ended items were used to obtain additional, unstructured remarks from the participants. These responses are summarized below.

What did you <u>like best</u> about the workshop?

The overwhelming majority of comments made by the participants were positive. The most frequent comment concerned the quality of the presentations by, and competence of, workshop leaders representing NAIEC. One person responded that "these two speakers were excellent . . . great." Another said that "All aspects were good. I enjoyed the awareness made of relationships that could exist between special education and industry." Dr. Clark was described as a "very dynamic speaker" whose presentation was "very interesting" and "vibrant." The discussion of the <u>Program Development Handbook</u> was particularly well-received. Other participants described the

presenters as "very knowledgeable and professional," "enthusiastic," "articulate, "extremely informative," and "professional." The presentations were described as "well-organized," "fast-moving," and "definitely informative." Several people were impressed by their "objectivity" and "lack of sentimentality," as well as their "obvious consideration and compassion." One person was appreciative because "we need to acknowledge that the impairment label is an administrative convenience that tells us practically nothing about a person's employability.

Participants responded that the "presentation was very well prepared and that the program was done in "a very interesting manner." The workshop was described as "interesting" by many of the participants. It was also described as "very interesting," "excellent," "significant," and "professionally presented" by others.

The manner in which the workshop was organized was also praised. The varied format which included lecture, panel discussion, question-answer, slides and transparencies "stimulated interest" and "made the training move quickly." The training was described as "fast-paced" and "believable." Several participants at each site commented that they enjoyed the tours and found them beneficial. The workshop atmosphere was described as "very relaxed and friendly, as well as "efficient and business-like." The participants also spoke of the "high quality" and "relevance" of the materials and noted that the graphics were "well done and informative."

A major point mentioned by many individuals was that they enjoyed being able to meet people who were working with the handicapped and to speak to individuals who were involved in different fields (i.e., education, business or industry). Educators were enthusiastic about meeting industry personnel managers. One person described the process as "the bringing together of key educators and business professionals for a "meeting of minds."

It was clear that the workshop provided the participants with the opportunity to learn about activities conducted in their local areas and identified different programs and key persons in the community involved in placing handicapped individuals. For example, one person noted, "Prior to this workshop I did not understand the function of the Capital Area Intermediate Unit. I have a better understanding and knowledge of the type of assistance that the community and businesses can provide. I also understand their commitment to providing disadvantaged students a change to be successful in our society." One participant felt that the session "gave great insight into the needs of out area," while another said that "the local programs in our community which were presented gave great insight into the needs of our area."

Representatives from business and industry were pleased to learn "the statistics of special education needs" and "how our corporation can get involved in volunteerism." One person was impressed by "the interest that seemed to be generated by employees in various methods of volunteering and its benefits.: it was noted that "volunteerism would also mean job-site development, employability skills, etc." and that the process "actually implements Present Regan's idea of volunteerism."

Generally, the participants were quite satisfied with the program and felt they benefited from it. They indicated that they were made more aware of

special education needs and the concerns of public schools. They liked the concept of education and industry working together and felt that volunteerism could make a major contribution to helping the handicapped. One person summed up the dominant tone of the comments by stating, "The entire program was presented very well. A subject that should become part of our society. Excellent! Well worth the time."

What did you like least about the training?

Far fewer responses were made in the "liked least" category (approximately one-tenth) compared with the "liked best" category. Virtually all comments in this category were made by single individuals, while many comments in the "liked best" category were made by at least several persons. Thirty-seven people noted that there was "nothing" that they disliked.

One person said, "I came from the meeting with some information and interest, but wasn't sure whether anything would culminate from the meeting." another commented that the content was "rather academic in orientation." A representative from business would have preferred a half day workshop, while six people would have preferred a longer one. One person would have preferred spending more time on a tour that was conducted. An educator wanted more information of the "track records of different agencies and how well they have done (i.e., number of placements)." Another felt too much time was spent going over material in the workbook." Several individuals commented that some of the presentations were "dull."

The most frequent comment made by eight people was that too much material was covered during the workshop. Three said that more time should be allowed for questions. One indicated that participants should be given more time to describe what they were doing in regard to volunteerism and the handicapped in their organizations. One person felt that the "needed a little more detail in orientation to the concept prior to the day of training."

What changes would you recommend?

Nine people recommended that more time should be spent on the workshop. Another participant felt, however, that the workshop should be shortened to a half day, stressing the action to be taken by business." Several comments were made regarding the possibility of giving representatives from business more opportunity to describe what they are doing in their organizations regarding the topic. One of these persons suggested that a "panel composed of business and industry representatives" could be formed for this purpose. It was recommended that local labor leaders should also be invited to the sessions. The same person felt that "higher levels of authority in particular firms should be involved since they are the decision-makers," but recognized that "it is not always possible to get them."

Several participants wanted to have copies of the transparencies provided so they could use these in their own training. Another recommended that the materials be distributed to the participants before the training was

conducted in order that these could be reviewed. It was suggested that the participants be informed that the transparencies follow material as presented in the manual because one person was taking notes when it was unnecessary.

AREA 3

Consultation and Technical Assistance

Records were maintained for all telephone contacts for consultation and technical assistance. During the first year of training, 21 calls were made after the workshops had been conducted. During the second year and third years 37 and 24 calls were made respectively.
The topics dealt with specific applications and issues about volunteerism in special education. One person was interested in an "industry bank of supportive companies plus further workshops in volunteerism and subsidized and unsubsidized cooperative programs." Another asked about techniques to facilitate and maintain interactions and communications between agencies on a continuing basis.

Some questions were more basic, such as how to get started in a program and how to actively implement some on-the-job training for educable mentally impaired students. Several persons were interested in obtaining samples of job descriptions from employers. Others wanted help in developing, on-going pre-vocational job shadow stations for EMR populations so more variety in job options can be developed before students leave the school setting. Several requests wanted additional information about specific models and on-going examples against which they could compare their own programs.

Several people were also interested in consultation on the most appropriate approaches in making meaningful links between the educational and business communities and follow-up activities to attract the original business and industry participants to consider volunteerism. One call concerned assistance in a Diversified Work Experience Program.

The variety of questions and number of telephone calls indicate that the participants had a continuing interest in the topic of volunteerism for the handicapped and provide additional evidence concerning the effectiveness of the workshop.

AREA 4

Follow-up Surveys

Each of the 525 participants who completed training program were surveyed approximately three months after they had completed the workshop. A total of 122 participants, including 59 from industry and 63 from education, completed the follow-up for a response rate of 23.2%. Table 5 summarizes these responses.

Table 5
Three Month Follow-up

1. To what extent do you feel that the content of the workshop was related to your job responsibilities?

Very closely		Somewhat		Only Slightly		Not at All	
N	%	N	%	N	%	N	%
25	20.1	82	67.0	11	9.4	4	3.5

2. Since the workshop, have you discussed the idea of a volunteer program for special education with others in your organization?

Yes		No	
N	%	N	%
110	90.2	12	9.8

3. Since the workshop, have you read the program development handbook and other materials which were distributed?

Yes		No	
N	%	N	%
68	55.3	54	44.3

4. In regard to the extent to which you have discussed the volunteer program idea and information with others and/or read the program development handbook and other materials, how would you now rate the workshop training?

Excellent		Very Good		Good		Fair		Poor	
N	%	N	%	N	%	N	%	N	%
36	29.2	57	46.7	23	18.9	4	3.2	2	.2

The program seems to have had an impact extending beyond the time when training was conducted. A total of 107 (87.1%) of the respondents felt that the content of the workshop was very closely or somewhat related to there job responsibilities, while only 11 (9.4%) felt the content was only slightly related. Four people noted that it was not related at all. A large majority (N = 110; 90.2%) had discussed the idea of a volunteer programs for special education students with others in their organizations,

while 12 did not. This shows that interest was stimulated and that the program had a ripple effect far beyond those who participated.

More than half (55.3%) read the program development handbook and other materials since completing the workshop. This is a fairly substantial number because these materials would be most useful to people needing specific information either to respond to questions from others or to deal with the details required when actually planning a program.

The positive impressions of the program which were reported immediately after training were sustained with 116 (95.1%) of the participants rating the program as good or better. Only two persons rated the training as poor.

The general tone of the narrative comments was positive and similar to those reported earlier in the discussion of participant remarks following the training. One person, noted that "ideas and strategies for volunteerism are important for all human service agencies." A participant from the Plans Intermediate School District in Plans, Texas, said, "I almost memorized the handbook and I've also shared the handbook with staff. I used the handbook to develop a program entitled Project SUCCESS which stands for Striving to Utilize Community Cooperation for employment of Special Students. Another commented that the workshop was "an excellent blend of motivations, inspirational speeches and presentations with specific factual information presented in a professional and attractive format." One said that "info presented in handbook will also be useful (transferable) to other organizations who recruit volunteers or offer volunteer services (e.g., church programs seeking to serve community needs."

A representative from the South Orangetown School District said "we will be using the overheads to "sell"special education to other segment of the community." The representative from the Poway Unified School District made a constructive suggestion indicated that "employers should be invited by you directly with input from us. We could mail you the list of employers who might be willing to participate. the concept is excellent, but there has to be some "carrot" for the employer. It is difficult to get employers to devote a lot of time to provide the necessary on-the-job training to our handicapped youth." A staff member from the Albuquerque Public Schools remarked, "Participation in this workshop helped establish valuable contacts in the private sector. We have seen increased willingness by some companies to provide job information, contract work, and training assistance. Another participant noted, "I was very interested in the factual information -- charts, graphs, etc. regarding types of handicaps, prevalence, etc. Found that informative."

A few comments were made that were less positive. One woman said, "It is presented as a fairly simple process. It is not too simple. I wrote 60 letters--received about 10 responses. Made 50 phone calls and was able to involve only 6 employers to participate. Boulder, Colorado, may be over solicited in this area." One respondent, however, was disappointed because, after writing to the business and industry representatives who attended the workshop, she did not receive a reply.

A suggestion was made that "the impetus for the program would best come from the employer and his employees rather from the schools. Concentrate on informing these groups about volunteerism."

A total of 69 participants completed the nine month follow-up for a response rate of 13.1%. These returns are summarized in Table 6.

Table 6
Nine Month Follow-up

		Yes		No	
		N	%	N	%
1.	Since the workshop, have you and/or others in your organization assisted an industrial organization (business, government agency, labor group or professional association) to plan for a volunteer program for special education?	37	53.6	32	46.4
2.	Since the workshop, have you and/or others in your organization assisted an industrial organization (business, government agency, labor group or professional association) to implement a volunteer program for special education?	36	52.2	33	47.8

AREA 5

Impact Analysis

The impact analysis was based on a composite of narrative reports from the 3 and 9 follow-ups summarized above and the 12 month follow-up. A total of 225 responses were made to the three follow-ups (122 to the three month follow-up; 69 to the 9 month follow-up, and 34 to the 12 month follow-up). This does not represent 225 different organizations because approximately 25% of the respondents returned two or three of the surveys. Nevertheless, it does represent a substantial response from the 525 individuals who participated in the training.

Major planning steps used by participants in developing special education volunteerism programs included discussions with senior management to obtain support and cooperation. Participants also established program goals and objectives and prepared written plans detailing procedures and activities involved in the program. They felt efforts devoted to establishing linkages with other organizations greatly facilitated the establishment of programs.

Many activities were conducted including orientation programs with management, recruitment and screening of volunteers, and the referral of volunteers to specific programs. Orientation and training programs for volunteers and recognition and appreciation programs were also a popular mechanism. A heavy emphasis was placed on community public relations and use of media to publicize their efforts.

The following programs were selected from those described by participants. Since these are actual programs which are already operational, they represent the best measure of the total impact of the training program. Titles of the organizations sponsoring the programs, names of contact persons and a description of the program are included.

Organization: Nanuet Job Service
416 Nanuet Mall South
Nanuet, NY 10954

Contact Person: Ms. Mona Bookman

The Nanuet Job Service has developed a program called Project Transition which is designed to facilitate the transition of handicapped youth from school to competitive employment. It a cooperative effort of the educational community, Private Industry Council of Rockland and the New York State Department of Labor with Job Services funded by the Job Training and Partnership Act (JTPA).

It provides assistance to individual employees at a variety of sites. Assistance to the employee includes regular counseling related to on-the-job problems and money management. The program coordinates job placement for the handicapped through other organization such as Job Corps and OJT. They receive support from the Private Industry Council.

Organization: Natick Public Schools
East Secondary School
90 Oak Street
Natick, MA 01760

Contact Person: Mr. John M. Lauzon

The Natick Public Schools have established a cooperative work program involving the local vocational school, special education department and a local restaurant.

Organization: Fayette County Schools
701 E. Main Street
Lexington, KY 40502

Contact Person: Ms. Delores H. Nelson

The Fayette County Schools have developed computer programs that enable them to match handicapped pupils to jobs and then prepare them for these jobs. This process helps them establish a close relationship with industry.

The school district is involved in a number of volunteerism projects with local businesses and industries. For example, personnel from the Lexington-based Veterans Administration Hospital help train handicapped pupils in food service, filing and custodial jobs. Three motels, Holiday Inn, Radisson, and Marriot have provided a motel room for training pupils in hotel/motel cleaning at a local high school.

Three businesses have worked with the school district to develop career exploration and training videotapes for the hotel/motel cleaning, laundry and horse farm industries. A local printer provides checks to use in the behavior modification phase of their job readiness program for special education pupils. A local manufacturer provides materials to use in developing work samples.

Organization: Capital Area Intermediate Unit
4400 Franklyn Street
Harrisburg, PA. 17111

Contact Person: Mr. Dan Walchak

The Capital Area Intermediate Unit enlisted several groups to assist in a career awareness program with representation from business and industry. They also developed a cooperative work study program with the Defense Cognatic Agency.

Organization: Delaware County Intermediate Unit #25
6th and Olive Streets
Media, PA 19063

Contact Person: Dr. Frances M. Carter

The Delaware County Intermediate Unit's Special Education Department adopted a number of business-industry partnerships. The have a full-time Job Development Coordinator to assist exceptional students in finding jobs and achieving success on the job. Local businesses provide contractual work for students who gain work experience and receive pay for their efforts in a sheltered workshop environment. A number of companies have donated funds to buy necessary equipment for this and other projects.

Delaware County Intermediate Unit #25
(continued)

Scott Paper Company provides technical assistance for computer operations, volunteer assistance and presentations in classrooms and for special projects. They also make materials and pieces of apparatus for classroom use. Members of S.E.R.V.E., the company's organization of retired employees, meet with special education supervisors to plan and implement a series of on-going volunteer projects. A joint advisory committee has been appointed to direct this program.

Other companies contributing materials and services to assist the special education program include Westinghouse electric corporation and Havertown Printing Company.

Organization: Oneida County Office for the Aging
800 Park Avenue
Utica, NY 13501

Contact Person: Mr. Paul Stratton

The Oneida County Office for the Aging is administering a federal grant to encourage volunteerism called the "Volunteer Incentive Program."

Organization: Hillsborough County Schools
411 East Henderson Avenue
Tampa, FL 33602

Contact Person: Mr. Monte L. Betz

Mr. Betz and members of his staff made a presentation and spent an afternoon with the Leadership Class of the Tampa Chamber of Commerce. The group included "key people" from banking, legal offices, utilities, government, and businesses. Special programs were highlighted, a tour of the special education wing was conducted, and three hours were devoted to questions and answers concerning the program and ways the group could assist through volunteerism. Various ideas were shared by the participants.

Organization: AHEDD, Inc.
Suite 104
8040 Roosevelt Blvd.
Philadelphia, PA 19152

Contact Person: Mr. Casey Lewis

The AHEDD volunteer program includes 95 companies in the Philadelphia area who volunteer their time to help people with special needs. One of their programs is called the VINE (Volunteer Interview Network of Employers).

AHEDD, Inc.
(continued)

They conduct "mock" or practice interviews for those who need to work on interviewing skills, career development and job seeking skills. The companies get involved in coaching and giving valuable feedback to persons with special needs to obtain marketing and interviewing skills for actual interviews. They hope to expand the program to regional and national levels.

Organization: Project REVAP
S. Middlesex Chamber of Commerce
615 Concord Street
Framingham, MA 01701

Contact Person: Ms. Phyliss Forest

Project REVAP has created "try-out" work sites at McDonald's Restaurants. They also use speakers from business to enhance the school curriculum. Site visits have been established in a number of businesses for career exploration and job training. These include Friendly's Restaurant, Bose Corporation, York Steak House, CETTA Recording Studio, Newton Mamott Hotel, Purity-Supreme Market, Big D Market, Wonder Company and the Framingham Nursing Home. The Natick Public School District has established a close relationship with this program and is actively involved in it.

Organization: Sheboygan Area School District
3128 S. 12th Street
Sheboygan, WI 53081

Contact Person: Mr. Herb W. Schneider
Mr. Dennis Ketterman

The Sheboygan Area School District has established an ongoing partnership between the business community and the public schools through their "Adopt-A-Program" activity. Individual businesses or industries can adopt a school program by assisting in varied ways, such as providing "shadowing" experiences, speakers, demonstrations, and field trips. They also provide surplus supplies or equipment, use of current technological data, including AV materials, books, bulletins, sample of finished products. They can also provide on-the-job training sites and current ideas of methodology to the program curriculum.

The district is also working with the Division of Vocational Rehabilitation and the technical institute to provide a person to act as a job placement specialist to locate students in paid employment. A teacher devotes 20 percent of her time to non-paid employment opportunities.

Organization: Department of Rehabilitative Services
W. M. Jordan Building, Suites A & B
11010 Jefferson Avenue
Newport News, VA 23601

Contact Person: Mr. Gerald P. McGaughran

Three organizations including the VA Department of Rehabilitative Services, the VA School for Deaf and Blind and the Newport News Ecumenical Outreach Committee sponsor this program. It gives unskilled, severely disabled students and adults the opportunity for hands-on training in a Civil Service position for a maximum of six months. Usually the end result is a job offer.

They refer candidates for training, meet with agency personnel and convince them to create training slots for the severely disabled. They offer supportive, interpreting and follow-up service to help insure successful placements. Every agency with which they have worked has hired at least one client. One agency hired 12 severely handicapped persons and is considering the hiring of an additional 10.

Organization: San Diego Wild Animal Park
San Diego, CA

Contact Person: Mr. Donald Carlson

The San Diego Wild Animal Park hired eight retarded students from Poway and Romona High Schools. School staff and supervisors from the Animal Park confer to evaluate and assist the students in their work activities.

Organization: Hayward Unified School District
P.O. Box 5000
Hayward, CA 94140

Contact Person: Mr. Ray Gordon
Mr. Richard Dunn

The Hayward Unified School District developed a program in a county hospital in which severely handicapped high school students are trained by their teachers to work in the hospital laundry.

Three small sites have been developed by the special education work experience coordinator as voluntary work stations for their severely handicapped populations. The sites include a hospital, a duplicating business and a restaurant.

Organization: Swartwatan School District
15929 Caras Court
Ramona, CA 92065

Contact Person: Mr. Don Schofner

This school district provides assistance for the handicapped through a business advisory committee for "Workability Project." This is a program to help graduating special education seniors make the transition from school to profit-making organizations. They have also prepared a slide presentation for community based businesses to explain the need for the program.

Organization: Grossmont Union High School District
P.O. Box 1043
La Mesa, CA

Contact Person: Ms. Joan Siegel

Two companies, Sieva Wood Designs and Kings Table Buffet, created O.J.T. opportunities and provided facilities for classroom instruction to bring the real world closed to handicapped students in the district. Thirty students are involved in the program.

Organization: Tappen Zee High School
Orangeburg, NY 10962

Contact Person: Director of Special Education

Sixty high school students helped Rockland County handicapped pupils conduct a "showcase program" in which they displayed materials they had made in volunteer programs. They met with Governor Mario Cuomo to display these exhibits of volunteerism.

Organization: South Orangetown School District
Van Wyck Road
Blauvelt, NY 10913

Contact Person: Ms. Esther Korin

The district instituted a series of discussions with the Materials Research Corporation dealing with establishing a transportable model for employment of the handicapped. A number of visitations have taken place to various community based organizations, such as the Association for Retarded Children, to assess needs.

Organization: Greater Albuquerque Chamber of Commerce
Albuquerque, NM 87125

contact person: Mr. Joe Robinson

The Greater Albuquerque Chamber of Commerce has worked to develop linkages between special education programs in local school district and businesses They have used the Join-A-School program as a structure for this activity.

The Digital Electronics Manufacturing Plant has offered to provide volunteers on a daily basis to assist all 114 schools in the classroom and/or in the office.

Organization: Sheboygan Area School District
830 Virginia Avenue
Sheboygan, WI 53081

Contact Person: Mr. Bernard Schmitt

The Sheboygan Area School District has implemented a foster grandparent program. Fifteen foster grand parents work in special education classrooms with severely handicapped children. The consensus is that both children and adults benefit from the program.

Recommendations and Conclusions

Based on the data, it can be concluded that the workshop presenters successfully achieved their objectives. The program was well-received and stimulated substantial interest and discussion. The participants apparently enjoyed the program and felt they benefited from it. They indicated that they felt their abilities to perform the objectives associated with the training had improved. None of the limited number of comments made in the "liked least" category represented a general reaction. Rather, these related to individual, personal preferences such as the length of time for the workshop or scheduling of breaks.

It is significant to note that a number of programs have been developed following the training sessions. This represents a significant impact on employment programs for the handicapped throughout the nation. It seems likely that, as these programs continue and expand, a ripple effect will occur and other districts will replicate these activities.

Richard J. McCowan
Project Evaluator

8/22/86

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